

P. C. Tarnenton

THE

# MASSACHUSETTS TEACHER.

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## SCHOOL-KEEPING.]

B————, Oct. 15, 1848.

MY DEAR FRIEND,— In my letter to you at parting, written in January last, I endeavored to unfold those principles of discipline, management, and influence, on which, as I believed, the success of your school would mainly depend; and I am gratified to learn, through your esteemed favor of the first ultimo, that they commended themselves to your confidence, and that you have found them useful in practice.

You ask me for a statement of methods, which I would recommend, in teaching two or three of the branches attended to in your school. Most cheerfully will I comply with your request,— not going into a finished plan, but giving you some hints and outlines, which you will readily fill up yourself; trusting, however, that if they, in any degree, militate with your own views, or if their use should be attended with awkwardness in your hands, you will not adopt them; or, if you make an unsuccessful experiment with them,— after trial, you will abandon them. You must make them your own; must have faith in them, or they will prove but poor auxiliaries in your work. As far as possible, originate or modify, until the fruits of your labors prove the worth of the means adopted. Be not satisfied with moderate success. Let your standard ever be the highest. Seek to keep a better school, in all respects, than others. Have no external model, to be implicitly imitated; but aim at perfection in all things. When the time shall arrive that you think you have nothing higher to reach after, suspect your own fidelity; your school will be in danger.

If there is any department in which you feel a degree of incompetency, set about qualifying yourself in it without delay. Everything that is to be taught by yourself, should be well understood by you. You cannot generate an equal taste or fondness for every study; but you must be expert in all, or you cannot succeed in all.

I have heard the preposterous doctrine urged that (for instance) a man may teach writing and reading well, although himself a bad writer and a bad reader! Nothing, however, seems to me more absurd. Would the same be said of drawing or painting, of the Latin language, or geometry, or natural philosophy, or chemistry? *A man cannot give what he does not possess*; and if the teacher is unable, after pointing out an error in writing, to give a visible illustration with his own hand of the amendment he asks for; or, in reading, to furnish a specimen of the manner he would inculcate on his pupil, he is, in my estimation, wholly unfit for such part of his work.

Why is it that one man's school is celebrated for its excellent mathematicians, another for its finished linguists, a third for its fine readers, a fourth for its accomplished penmen? Undoubtedly, because the teachers of these schools have a taste for, a familiar acquaintance with, and consequently, — as a general thing, — an adroitness in making good scholars in them.

This is not only the reasoning of common sense, but may be demonstrated by the slightest observation, attended by fewer exceptions than almost any other general rule. If, therefore, your school does badly in any given department, suspect yourself to be in fault, and take means to attain a greater familiarity with it. Converse with those whose schools are noted for excellence in it, and ascertain, by comparison of views and methods, your own cause of failure; to which devote your energies until success is secured.

It is a remarkable fact, that, in some branches of common school education, in many schools, there is so little *teaching*, that I might almost say there is none at all. Take, for example, those identical departments about which you inquire — *reading* and *writing*. The very terms in which they are spoken of in schools — “I have heard the class read” — “the boy has written his copy” — indicate that *instruction* has little or nothing to do with them. No; it seems as if children were supposed to be born with instincts, in regard to them, which need no external means to develope and apply. Before the merest elements of the former have been acquired; as soon as the child can, without miscalling more than half the words, get through with a portion, without spelling, he is suffered to stumble on, or gallop, or whine, or drawl, or sing his part, irrespective of tone, or

pause, or emphasis, or cadence, or meaning, till his share of the lesson is completed, and then the word "Next!" consigns him to silence, while his successor follows, with only the same or a new variety of senseless sounds; and thus they plod on to the end of the school-term, or, it may be, to the close of their, so-called, *education*. Some few teachers go so far as to insist on *loudness* in the reading; and he is deemed the best fellow — the best reader — who shouts most vociferously! Another class of teachers are best pleased when the pupils read *rapidly*, because that saves time! If they *get along* well, it is of little importance what the words are called; hesitation is unpardonable! One would imagine that the teacher had received an invitation to a quilting match, at some Mynheer Van Tassel's, and, like another Ichabod Crane, was spurring on his pupils, that he might not be too late for the sport!

Now, as there is in almost everything to be done, one way of doing it better than another, perhaps better than all others, you should steadily and perseveringly require all things to be done according to a prescribed mode. In the early reading lessons, for example, let the children be taught the *sounds* of the letters, not merely as they occur in the alphabet, but as they are found in familiar words. They will thus sooner learn the names by which the letters are called, and their respective powers, and the tediousness of the old mode of learning the letters, will be converted into a pleasure.

Mr. Gallaudet, S. Worcester, Miss Peabody, and others, have prepared very good books for these first steps in reading, which may be profitably succeeded by Russell's Lessons in Enunciation; the last being to its department, what Colburn's First Lessons is to arithmetic — the best book of its size in the English language.

Then children have fully mastered these little treatises — the tools for future use — they should be put to the study of other books adapted to their capacity, containing selections in pure language, simple in style, but not puerile, nor so diluted as to leave them nothing to inquire about, but containing matter sufficiently interesting to awaken and keep alive their curiosity; which they should be required to study as infallibly as they study any *memory* lesson; to study for the general meaning of every sentence, and the particular meaning of every word.

The teacher should keep himself familiar with every reading lesson, as it comes up, and be prepared to explain the allusions, whether to history, biography, poetry, natural science, or whatever else, not defined in an English Dictionary, that may be found in the lesson.

The Encyclopædia Americana is a valuable storehouse of

varied information, and would be found, with such other books of reference as almost every teacher may have in his possession, adequate to nearly all occasions. The price of this useful book at the present time, brings it within the means of most if not all teachers.

The teacher of reading should be familiar with the rules in use among men the most distinguished in this department; but the notation for emphasis, inflection, pronunciation, etc., found in many books, although, to some extent, an aid to *teachers*, often proves a stumbling block to the pupils. In fact, the man who forms his style of reading, and, consequently, of teaching, upon any system of marks, emanating from another's mind, will inevitably impart a stiff, artistic, and unnatural manner, which can never gratify a refined taste, or move the soul of the hearer to sympathy with the reader.

Reading is merely *talking with book in hand*. Let, then, the pupil understand and feel his subject — and the instruction and explanations of the teacher must enable him to do this — and he will unfold it as if he were the originator of the sentiments in the lesson.

A celebrated actress, in reciting Lewis's Scene in a Private Madhouse, actually lost her wits, and became the maniac she personated; so fully did she enter into, and identify herself with, the feelings of the heroine of the story. There is little danger of so lamentable a result in the case of children's reading, and the teacher may be assured that it is perfectly safe to inculcate this rule. Good reading can come only from a just apprehension of the meaning of the author, and an ability to vary the tones of the voice to express the sentiments or emotions which the case involves. The teacher must be able so to read that the *tone* and *manner* — even though the *words* be not understood — shall indicate the character of the piece, as grave or gay, plaintive or cheerful, ironical or frank; — in short, shall speak distinctly all the passions of the mind involved in the exercise. Unless he can do this, his scholars will never reach the desired point of excellence through his agency. Whatever books he may have to aid him, he must himself be the living model to his pupils.

Great advantage will be found from allowing the pupils to correct one another in pronunciation, accent, inflection, tone, &c. Their attention will be the better secured, the ear quickened in its perceptions, and the sentiments of the piece more effectually impressed on the mind. The error may be corrected at the instant, or be noted, and reported when the reader has closed. Both modes may be tried by turns; the variation will be useful. Every member of the class should take part in it.

The greatest obstacle to this plan, is the alleged lack of time. And teachers have not always from Committee-men all the consideration that they need. They should endeavor to show the necessity of doing their work *well*, rather than *fast*, demonstrating — as may easily be done — that a single lesson, taught in the right way, is more valuable than a mere *running through* with many portions of reading.

Several years since, in some of the Returns of School Committees to the Board of Education, complaints were made that the children did not, in some cases, read more than once a day; and by this standard teachers were judged, without reference to the results of their labors. Alas! for that teacher whose legal adviser [director?] brings so little philosophy to the judgment seat!

No error or short-coming in any pupil, should be permitted to pass uncorrected, and when pointed out, the pupil should read it over until he reads it right. This, too, requires time, which cannot be taken beyond the proportion due to this branch of study. The claims of each are to be weighed and fairly met. To do any thing in a hurry, is to ensure an imperfect performance.

But, without extending further these desultory remarks on the teaching of reading, I must pass to the other subject of inquiry — the mode of teaching writing.\*

The best penmen are made from practising upon *large hand* until the principles are well established, and then reducing the size, step by step, till the current business hand is acquired. A clerk should be able to open an account in his ledger, in a fair round hand, as well as to enter the items in a neat and fine hand. One rarely acquires a good large hand from beginning with fine hand, although the converse may always be expected.

In teaching, let the simplest element compose the first lesson. If there can be a fixed hour for giving the writing lesson, let the teacher stand at his black-board, in view of all, and begin by chalking on it long, straight marks, inclined about sixty-eight degrees. Let them be made in pairs and perfectly parallel, which will aid the pupil, and enable him the more easily to preserve a similarity of slope — an indispensable requisite in writing. Require the beginners to copy these marks, as exactly as possible, on a slate or writing-book, holding the pen or pencil precisely as you direct. Great care should be taken that this

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\* A System of Penmanship, by J. I. Hitchcock, has recently been published; and is, in my estimation, the best ever presented to this community. Mr. H. is an elegant penman himself, and in this work, comes nearer — as I conceive — to the true principles and models of finished, practical Chirography, than any other man who has undertaken to teach the art among us.

point be secured at the outset ; as, a bad habit of holding it, acquired at this stage, becomes almost unconquerable. If you can draw dexterously, sketch, on the black-board, a hand holding a pen properly, and refer to it often during the lesson. If you cannot draw, it would be well to employ a painter, if a skilful one can be found in your neighborhood, to do it, either on a board or on the wall of the school-room, that it may be always in sight.

When the pupils have learned to make the strokes well, — which should be made as *long* as their fingers will conveniently allow, — proceed in the following order, with the progressive lessons — attempting but one step at a time, and practising upon it until all have mastered it. Give as the next lesson, an *l* ; that is, the first lesson, with a curve added at the bottom ; next, the second, with a curve at the top, being the last section of an *m* ; then the *o* ; all the letters formed from *o* — as *a*, *d*, *g*, *q* ; the small hand alphabet ; the alphabet capitals ; the small hand alphabet combined (each letter) with the letter *m* ; an alternation of the same with the alphabet in capitals ; and so on, giving a great deal of practice on the *m*. Finally, give the large joining hand, which may be made to embody in each copy, some sentiment, or direction in regard to the writing. At this stage of progress, however, the learner may be left to himself, writing after copies, set in his book by the teacher, or slips carefully prepared for him. See that the alphabetic order is carried out in his copies, so far as the initial is concerned, that he may have an equal amount of practice on all.

The most common faults in writing, and which will require perpetual vigilance to correct, are, joining the *o* on the left hand side or at the top, instead of on the right ; thus leaving a gap or a burr in sight, even after the letter has been transformed into an *a*, *d*, etc. The *m* and similar letters are made much broader and thicker at the lower curve than at the upper. The stems of small letters, which should be perfectly square, are often pointed. Strokes which should be of equal thickness, are not unfrequently made gibbous.

Fix on a model for every letter, and steadily adhere to it yourself without any variation. Forbid and avoid all flourishing. Study grace, simplicity, and neatness in your style. Let it be as remarkable for legibility as for beauty. The latter quality is desirable ; the former indispensable. In examining the pupils' books, which should be done as often as convenient, require attention to the minutest particulars — the dot to the *i*, the cross to the *t*, all abbreviation marks to the name and date, — both of which should be written under every copy. See that

the spelling of every word is correct, and when errors are made, let the copy be written over until the faults are mastered. Insist on equality of size ; show how each additional letter is to be measured by its predecessor. Require similarity of slope and thickness in the letters. See that the *up-made* strokes are fine, and the *down* ones heavy. And, above all, until the handwriting is well formed, insist on slowness and careful imitation. The old adage,

*Learn to write slow : all other graces  
Will follow in their proper places ;*

is as just now, as it was fifty or a hundred years ago. Let the pupil imagine himself a portrait painter, and each individual letter a manikin, presenting himself to have his likeness taken. He will thus form a proper idea of what he has to do in learning to write.

If you cannot give your instructions by means of the black-board, be sure to know how your pupils proceed in their work ; either visit them at their seats, while they are writing, or call them to your desk with their books, sufficiently often to keep them in the right course.\* Discountenance all scrawling on the book — inside and out — all irrelevant words and phrases, and require the copy-book to be at once a specimen of good penmanship and of perfect neatness. Give little heed to the *quantity* written ; let the *quality* alone be the criterion of desert.

Require a copy of figures (Arabic numerals) to be written as often as every eight or ten pages in the writing-book. Without this methodical course, the pupil will be left to chance for his teaching and practice. Many a man who writes *words* well, is very deficient in the quality of his *figures*.

Another use may be made of the copy-book. Require the pupil to devote a portion of it to transcribing, with its part of speech, and definition, every word (after correcting it) which he spells wrong in his daily lessons. He will gain several advantages from this, besides the practice in the orthography of our language, which is, of all matters connected with an English education, the most difficult to acquire to perfection.

Allow no *oral* petitions to be made to you ; let them all be written on a slate or piece of paper, by every pupil who is able to write ; and require all errors in construction, and omissions

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\* There are teachers who not only do not know what their pupils are doing with their copy-books from day to day, but who do not even see them from the time they write the first copy to the close. Is this *teaching*?

in punctuation, &c., to be set right, before granting the request. You will find it a useful beginning in Composition, and an application to the business purposes of life, of a portion of the knowledge acquired at school.

These points, systematically and rigidly carried out, will prove of great utility to your school, and consequently a high satisfaction to yourself, and a benefit to the community. Despise them not for their minuteness; for, in addition to the fact, that multitudes grow up with most slovenly habits in reading, writing, &c., for lack of attention in many teachers to these particulars, remember that it is the drop repeated which makes the ocean; the atoms that form the immeasurable universe; the moments which constitute eternity! Yours, faithfully,

G. F. T.

### THE AMERICAN INSTITUTE OF INSTRUCTION.

This Institute held its nineteenth annual meeting at Bangor, Me., in August last.

In introducing it to the audience assembled to hear its discussions, lectures, &c., Mr. G. B. Emerson, its President, said:

It will naturally be asked by many who hear the lectures for the first time, What is the American Institute of Instruction? What has it done? What does it propose to do? Who are they that come here to represent it? &c. &c.

I shall endeavor briefly to answer these questions. The American Institute of Instruction is an association of the friends of Education, formed in 1830, to promote its cause. They met originally, and continue to meet, for the purpose of elevating the quality of instruction, of perfecting the method; by raising the teacher, by showing how high and noble is the work in which he is engaged, and showing to our fellow citizens the absolute necessity of education to the existence of our free institutions, and consequently, the duty of improving to their utmost extent our common schools. We meet to compare observations, each contributing his share to the common stock, to quicken the fire in their own breasts, and kindle it in others.

The Institute has held eighteen annual meetings, and published eighteen volumes of its transactions. At these meetings lectures have been delivered, and discussions held, upon topics of interest to the practical teacher and the community at large.

It has published prize essays, and reports upon the construc-

tion, warming, ventilation, and furnishing of the school-house, and apparatus needed for the same; and we trust, has done something towards the improvements which have, within a few years, been made in these respects.

It has had lectures upon Physical Education, by eminent Physicians and Physiologists of New England. Upon methods of instruction and discipline, from experienced teachers; upon the moral relations of education; upon numerous points in literature, as directly affecting education; upon its political and legal relations.

You will not accuse me of exaggeration upon these points when you learn the names of many of the lecturers. The special office of a teacher has been shown us by that clear and original thinker, Dr. Wayland; the modes of instruction in Arithmetic, by Colburn and Adams; Geometry, by Sherwin and Grund; Geography, by Woodbridge, Carter, Flemming, and Fowler; Language, Ancient and Modern, by Ticknor, Cleveland, Crosby, Tilton, Packard, Arlington, Howe, Weld, Huntington, and Winslow; Natural History, by Gould, Drew, Pres. Hale, W. Channing, W. A. Alcott, J. T. Russell, Alonzo Gray, and Charles Brooks; Reading, by Russell, Pierce, and Greene; Spelling, by Thayer, and Spelling Books, by Mason; Rhetoric and Elocution, by Russell and Murdoch.

We have had lectures on Law, and the Constitution, by Story and Lawrence; on the Relations of Education to a Republic, by Bellows and Horace Mann; Chemistry, by Charles T. Jackson; Physical Science, by Pierpont, Woodbridge, Harrington, and Johnson; History, by Hilliard; Moral Science, by Everett; Physical Education, by Drs. Warren, Hayward, Jackson, Ware, and Peirson; Physiology, by Reynolds, Metcalf, and Jarvis; School Architecture and Furniture, by Adams, and the elder Woodbridge; an Elaborate Report, by Bailey; and a Prize Essay, by Alcott; School Discipline, by McKean, Hall, &c.; Management, by Dwight, and Howard; Moral Education, by Atwell, Blanchard, Robinson, Waterston, Dr. Bartlett, Pres. Bates, and Pres. Humphrey; Moral Influence, by Hooker, Prof. Stone, and J. Abbott. On these moral relations, we have had the advocates of every species of motives, corporal and spiritual.

We have had lectures on the Developement of the Mental Faculties, by Carter, Barton, Towle, May, Gregg, and Davis. The numerous institutions for instruction which have sprung up of late years, have not been unnoticed by us, and their excellences and defects exhibited. The system of Infant Schools has been presented; and also the Monitorial system, Manual Labor, and Agricultural, by Alcott, Green, and Nott; Educa-

tion for the Laboring Classes, by Theodore Parker ; Education for the Blind, by Dr. Howe ; the Necessity of Home Education, by Abbott, Page, and Whitmore. The subject of Female Education has been presented by Messrs. Kimball, Russell, and Dr. Hawes. The value of Teachers' Institutes has been presented by Mr. Towne.

Such are some of the objects which have occupied us, and such the persons who have given us their aid.

You see what we have been doing, and what we mean to continue to do.

Most of us who here represent the American Institute, are practical teachers, and are deeply interested in the cause of education. We have a strong fellow-feeling with teachers, and desire to come and take counsel together.

We are here as citizens, believing that education is the most important pillar in the fabric of a free State ; believing, politically as well as morally, that a knowledge of the truth can make us free. Most of us are citizens of Massachusetts, and come here with a warm feeling of fellowship for her younger sister, Maine. Some of us are natives of this State, and come home with filial gratitude, to lay the gifts we deem most valuable, at the feet of our venerable mother.

We are here because we believe there is nothing on earth so valuable as an educated human soul ; that knowledge, and the power to attain it, are the wisdom which is better than rubies ; and that he who aids another in the developement of his faculties, offers him the most precious gift in his power.

We have come, citizens of Bangor, and of Maine, to ask you to aid us, to listen to our lectures, to share in our discussions, to add your experience to ours, to correct us, if you think us wrong ; to help us, if you find us right.

At the conclusion of the President's remarks, Mr. Swan rose, and said that he presumed modesty had prevented the President, in his enumeration of the good lectures we had listened to, from naming one on Moral Culture, by Emerson.

During the session of three days, a course of valuable lectures, on various subjects, connected with education, was delivered, by gentlemen well qualified for the task, and their principal topics discussed, by members and others present.

The association, having lost two of its valuable members by death, appropriate measures commemorative of the deceased were adopted ; which, as they relate to two distinguished, faithful, and successful teachers, we think cannot fail to be interesting to our readers.

Mr. Thayer, agreeably to notice previously given, stated, that since the last meeting of the Institute, it had been bereaved

of one of its most efficient, valuable, and beloved members. He alluded, he said, to the death of DAVID P. PAGE, long connected with the association, and, at the time of his decease, one of its most respected Vice Presidents.

In view of the character and position of the deceased, the speaker remarked, that it seemed not only proper, but due to the feelings of the members of the Institute, as well as to the memory of their departed friend, that some resolutions should be introduced, expressive of the sentiments inspired by the afflictive event.

Mr. Page, said he, possessed a clear and logical mind, a sound judgment, and remarkable powers of discrimination; decision and firmness for all occasions, unwavering integrity, and a fearless exercise of his own right, without infringing on the rights or wounding the sensibilities of others. Dignity, affability, and courtesy, were so beautifully blended in his manners, as to secure respect and conciliate regard.

He began to teach when quite young, and, struggling with difficulties, neither few nor small, arose at last through various important grades, to the highest rank in his profession — being, at the time of his death, the Principal of the State Normal School, in the capital of New York. And although he had to encounter distrust and opposition, on assuming this extremely responsible charge, he, in a short period of time, lived down these obstacles, which a blind prejudice against the institution had generated, and died, — if not without an enemy — leaving a multitude of devoted and sorrowing friends.

The secret of his success was found in the characteristic above-mentioned, in his thorough conscientiousness, his religious principle, his fidelity in duty, connected with his self-faith, his diligence, and his indomitable will. He felt that he *could* — he *resolved* — he *conquered*!

He was a man of genuine modesty, and felt to the day of his death, not as though he had fully attained and were already perfect; but constantly strove for additional acquisitions to the very liberal stock, which his industry and perseverance had secured to him.

The last time I had the pleasure of seeing him, was in November, 1847, when, in a discussion upon the value of the study of the classics, he intimated that he had become somewhat familiar with the Latin, but had not made much progress in the Greek. “I intend, however,” he added with enthusiasm, “to master that too, within the coming year, if my life is spared.” Alas that the condition could not be fulfilled!

He thus filled up the measure of his life; not only in term time, when the labors of his school occupied his mind and called

for all his energies ; but, in his vacations, when his exhausted powers demanded relaxation, he was still in harness, visiting schools, institutes, and conventions of teachers, throughout the broad surface of the Empire State ; teaching, lecturing, and aiding those who needed his efficient assistance in the great work of common school education. To these supererogatory labors is to be attributed his early decline ; he became the victim of excessive mental and bodily toil ; sacrificing his life to his insatiable desire to benefit his race.

In debate, Mr. Page was able, candid, and forcible. He was blessed with a noble figure, a manly bearing, and great personal comeliness ; all which were lighted up and adorned by an intelligence that flashed from his fine eye and beamed from the lineaments of his countenance ; while a voice of much compass and sweetness added its charm, and completed the outline of a most accomplished and eloquent orator.

His labors among us in this Institute, were of the most valuable kind. Among the lectures which he delivered to us, was one on the reciprocal duties of parents and teachers, five thousand copies of which were printed and distributed over the land ; doing good to all parties interested, and furnishing lessons of wisdom, which will continue to bless the age, though their author has passed to his high reward.

This and his larger work will now be more dearly cherished, since his task on earth is finished ; and will, as we trust, be a means of inciting multitudes to enlightened and judicious action, in the great work of training the child for his heavenly destiny.

In conclusion, the speaker said he would not enlarge on the character of the deceased. It was too well known to need his feeble eulogium. It was written in letters of living light on the walls of the various institutions, with which the deceased had been connected. It was impressed in ineffaceable lines on the tablets of the hearts of those who knew him, and especially of those whose early steps in the path of knowledge and virtue he had led with parental solicitude, and of his more recent pupils, prepared by his instruction and wise counsel, for the duties of the teachers' vocation.

He would, therefore, by the permission of the Chair, offer, for the adoption of the Institute, the following resolutions.

Resolved, That in the demise of David P. Page, the cause of education has lost an efficient friend, our fraternity an able and faithful coadjutor, and the community a member devoted to its highest and most sacred interests.

Resolved, That while this Institute laments the bereavement of a warmly-esteemed and most worthy brother, its members will not cease to cherish the remembrance of his high aims,

his spotless life, his reverence for religion, his singular devotion to the cause of man, and his consequent success and triumph over the difficulties of his vocation.

Resolved, That we hold the life and character of Mr. Page as a valuable legacy to the teacher, the citizen, and the philanthropist; and feeling that though dead, he yet speaketh, we will endeavor to make his example a model for our imitation, as teachers, as men, and as citizens.

Resolved, That we deeply sympathize with the family of the deceased in this irreparable loss, and that a copy of these resolves be transmitted to the afflicted widow.

Resolved, That these resolutions be entered upon the records of the Institute.

Mr. Greenleaf, of Brooklyn, N. Y. arose and said:

Mr. President,—The duty of seconding the resolutions just offered, and of adding a word in testimony of the great worth of our departed friend, seems to devolve more fully upon me than upon any other teacher now present. Though Mr. Page commenced his literary pursuits and perhaps his teaching in N. H., yet it was in Massachusetts, in the good old county of Essex, that he made his entire developement of character and ability, and attained his eminent success. Being a native of that county, from which I see present to-day a larger delegation than from perhaps any other in the Union, and having been intimately associated with Mr. Page in all the efforts made in that county for the improvement of education, and being also familiar with his movements in the Capital of New York, in which State I now reside, allow me to add my testimony to the gentlemanly bearing, the Christian spirit, the devoted zeal, with which he accomplished from day to day, and from year to year, the arduous and important duties of his station. Though eminent himself, his sympathies were ever with those who were climbing the hill, and he never seemed happier than when facilitating the progress of his less successful brethren. He had no secrets. He would tell how and why he pursued any given course, being perfectly willing that others should outstrip him in the race, if they were able. The spirit with which he performed the duties of his station, still lives in many a heart,—and the impetus given by him to the Essex County Association and to the American Institute of Instruction, is one of the abiding and efficient causes of their eminent utility. If my memory serves me right, it was to publish and scatter broad-cast through the land one of his excellent lectures before the Institute, on 'The Reciprocal Duties of Parents and Teachers,' that the first pecuniary grant was made to the Institute by the Commonwealth of Massachusetts, a grant which has been renewed and still continues.

But, Mr. President, I lament his departure as a co-laborer and a friend, and if I read this providence aright, we have a lesson here to learn that is full of instruction.

The death of our young friend Libby, on the very trains that brought us here, as well as the decease of others associated with us, speaks a language that all understand, and urges us to stand in our lot and quit ourselves like men, so that we, like our friend Page, may receive the plaudit of "well done, good and faithful servants!"

Mr. Wells said, as a citizen of Newburyport, the field of Mr. Page's labors for several years previous to his removal from Massachusetts, I beg leave to offer a word in relation to the resolutions before us.

To the Teachers of Essex County, the name of Mr. Page is a term of deep and solemn interest. We loved Mr. Page sincerely while living; and we now cherish a most affectionate regard for his memory. He advanced rapidly in our midst, from the humble charge of a district school, to such a degree of eminence and reputation in his profession, that we were unable to retain his services among us.

In rising to eminence himself, Mr. Page did much to honor and elevate the profession to which his life was devoted. Truly, a standard-bearer has fallen, and every teacher in the land has lost a sincere and devoted friend. England will as soon find another Thomas Arnold, as America another David P. Page.

The resolutions were carried unanimously.

Mr. Field of Boston, on rising to present resolutions, addressed the Chair as follows:

Mr. President, I rise to speak of one, whose familiar face at our annual meetings we shall see no more. I allude, sir, to PETER MACKINTOSH, Esq. who was one of the founders of this Institute; he has ever been constant in his attendance, and most devoted to its best welfare; he was one of the oldest Vice Presidents, and one of the presiding officers at our last annual meeting; but, sir, death who has been so busy in our ranks, has marked him also for his victim, and we shall see his face no more. Though he has gone to that bourne from which no traveller can return, still he will long live in the memory of members of this Institute, and of all who knew him, for he was a good man, an excellent citizen, and an eminent teacher.

Mr. Mackintosh was born in Boston, where he was educated in the public schools, and he improved his literary advantages so well in his youthful days, that when misfortune in the uncertainty of trade caused him to change his pursuits, his taste impelled him to enter the ranks of teachers, and by his fidelity and

indomitable perseverance, he became eminently successful in his profession. He never thought of retreat, and to use the beautiful figure in the excellent lecture of Mr. Kingsbury, he had no life-boat prepared to escape from the trials and vexations of his calling. He enlisted for life, and never thought of any other business.

Among his brother teachers Mr. Mackintosh was highly esteemed as a true man ; his sympathy was ever extended to those less experienced than himself, and his advice was often sought and highly respected among his professional brethren ; but, Mr. President, it is unnecessary here to say more of the excellent character of our deceased friend, and with your permission, I will offer the following resolutions :

Whereas, since the last annual meeting of this Institute, Peter Mackintosh, Esq., one of the original members, and oldest of the Vice Presidents, and who presided during a part of the last annual session, has been called from the labors and scenes of this life by death, therefore,

*Resolved*, That with humble submission to the will of Divine Providence, we regard the death of Peter Mackintosh, Esq., for more than a quarter of a century the successful Writing-Master of the Hancock School in Boston, and a faithful member and respected officer of the American Institute of Instruction, as an event which calls for the deep lamentation of all who have coöperated with him in the cause of education, and of all who are in any way interested in the welfare of our schools, and in the good order and well being of the rising generation.

*Resolved*, That we can ever bear cheerful testimony to his official fidelity, his kind sympathy, and to his ardent and firm devotion to principle in his intercourse with his brethren, and in all his relations to the friends of education.

*Resolved*, That respect for the memory of the deceased, impels us to express to his bereaved family, and friends, and to the pupils and instructors in the Hancock School, our deep sympathy for the loss they have experienced, in the death of a kind husband, an indulgent parent, a faithful teacher, and a true friend ; and that with sincere and becoming humility, we would commend all who feelingly deplore this sad event, to the care and favor of that Being " who tempereth the winds to the shorn lamb."

*Resolved*, That a copy of these resolutions, signed by the President and Secretary of the Institute, be sent to the family of the deceased, and also to the instructors and pupils of the Hancock School.

Mr. Brooks seconded the resolutions, and said that as a member of the school-committee he was glad to bear testimony

to the ability and faithfulness with which Mr. Mackintosh performed his duties as a teacher, but there was one trait in his character so marked and beautiful, that he could not omit its mention; I mean, said he, his *piety*. God was in all his thoughts, and to do his Father's will was the chief aim, and the crowning glory of his character!

The resolutions were unanimously adopted.

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LAMARTINE. — In a letter written in 1838, Lamartine thus beautifully and religiously explains his motives for entering political life:

When the Divine Judge shall summon us to appear before our conscience at the end of our brief journey here below, our modesty, our weakness will not be an excuse for our inaction. It will be of no avail to reply, we were nothing, we could do nothing, we were but as a grain of sand. He will say to us, I placed before you, in your day, the two scales of a beam, by which the destiny of the human race was weighed: in the one was good, and in the other evil. You were but a grain of sand, no doubt, but who told you that that grain of sand would not have caused the balance to incline on my side? You have intelligence to see, a conscience to decide, and you should have placed this grain of sand in one or the other; you did neither. Let the wind drift it away; it has been of no use to you or your brethren.

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WORDS IN THE ENGLISH LANGUAGE. — The English language is composed of 6621 Latin words; 4361 French; 2060 Saxon; 1288 Greek; 660 Dutch; 229 Italian; 117 German; 111 Welch; 83 Spanish; 81 Danish, and 28 Arabic; or, together, 15,639, besides the words derived from these.

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### REMOVAL.

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